Hampshire Achieves

Apprenticeship Continuity Plan

Approved by

Dee John
Head of Service
Hampshire Achieves

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Reviewer(s):	Sue Muldowney

Contents

1.0   Introduction

Hampshire Achieves (HA) Apprenticeship Education Continuity Plan is designed to ensure we have in place a clear plan and procedures, so that in the case of a significant event causing disruption to the delivery of education and training of our Apprenticeship provision we can continue delivery with the minimum degree of disruption for learners, line managers/employers and staff.

Hampshire County Council has in place a full Corporate Resilience Framework and a Corporate Response Plan, which includes departmental and service arrangements for dealing with a significant incident or emergency, or any other disruption to our business.

This plan forms part of the wider Skills & Participation Service Recovery Plan, for use with all service-related business continuity and emergency incidents. The contents of which are communicated to relevant HA teams through service updates and team meetings.

In the event of a disruption or any anticipated incident likely to cause any disruption to the delivery of our apprenticeship programmes, the Head of Service for HA and members of the Senior Management Team would meet (either virtually or face to face) and make the necessary arrangements to ensure that, where possible, there was continuity of delivery, of all programmes.

2.0   Communication

To communicate decisions and/or arrangements Managers will convene a meeting of all staff at very short notice (within 24hours) using Microsoft Teams. We will inform our key stakeholders of the emergency by email or telephone depending on the nature of the incident. The outcomes of any extraordinary planning meeting would be communicated as soon as possible to all relevant stakeholders and staff, again by email or telephone. This includes our ESFA account manager, sub-contracted partners, learners, parents/carers, and line managers/internal employers of our apprentices.

HA has ensured that staff are able to use a variety of different communication methods to contact our learners, parents/carers, and employers. These include Land based phones; Mobile phones; Email; MS Teams; Through the e-portfolio system OneFile; and Post. If any one of these methods becomes unusable, then they will utilise one of the other methods of communication.

2.1   Emergency Contact Numbers – please see appendix 1

3.0   Transportation

Apprentice learners are required to make their own travel arrangements to their regular place of work or training venue, and they are paid travel expenses to attend training, where it is not their usual place of work. We have alternative arrangements in place in

the event of transportation difficulties or disruptions and will deliver all training remotely with learners accessing the classroom online via Poly Screen and Microsoft Teams.

4.0   Operating Locations (Delivery Venues)

Venues used for delivery are local council offices and may include for example library premises and school buildings. Where a training venue, event or meeting is disrupted learners will be given as much notice as possible as to the location of an alternative delivery site.

HA staff will either:
- Find suitable alternative room.
- Find suitable alternative location in another HCC or other building.
- Find suitable alternative date.
- Switch to remote learning

5.0   Continuity of Delivery

The apprenticeship delivery team can cover for each other in the event of short/medium term absence, except for 3 programmes where the member of staff's skills, experience and knowledge are uniquely and directly related to the Apprenticeship Standards they support, namely the School Business Manager, Lead Adult Care, and the Children, Young People & Families Practitioner Standards.

To mitigate against this, all tutors have developed and shared their teaching, learning and assessment resources for the 2021/22 academic year on the VLE. Tutors plan ahead and ensure they have uploaded at least 6 weeks' worth of teaching resources which will be used by the Coordinator/Curriculum Manager to support learners to enable them to make progress in the event of tutor absence.

In the extremely unlikely event that HA were unable to continue to deliver training in a particular subject area. HA would liaise with the Council's wider commissioned Levy scheme. The Development Manager for Apprenticeships would aim to co-ordinate alternative provision from the Councils approved framework of apprenticeship training who could support the apprentices to complete their studies. These providers have been through an extensive commissioning and quality assurance process.

5.1   Tutor unavailable due to:
- Unplanned absence: Cover to be arranged by Curriculum Manager or Coordinator. If this impacts on an apprentice observation the Manager or Coordinator may cancel the appointment. The tutor will re-arrange appointment upon return.
- Long term absence (28 days): Curriculum Manager to find suitable cover.
- Resignation: Curriculum Manager to find suitable short-term cover. Curriculum Manager to follow recruitment guidelines to find suitable permanent replacement.

5.2   Internal Quality Assurer unavailable: Manager to contact Quality Coordinator to find cover/replacement.

6.0   Staff training & support

To support the delivery of both blended and remote delivery models all staff have received:
- Group training on MS Teams, with additional 1:1 support, where needed, and access to online tutorials.
- Updated Safeguarding guidance (September 2021) which included Safeguarding principles; Importance of maintaining and recording contact; Peer on peer abuse; Mental Health; Online Safety including cyberbullying; Supporting parents and carers; and Supporting each other.
- Monthly digital updates which provided access to a wealth of online resources, hints, and tips to support online delivery, including online safety guidance/protocols for both themselves and their apprentices
- An invitation to attend Communities of Practice sessions. At these sessions experienced online tutors offer support, guidance, and shared good practice. Initially hosted weekly, these sessions now continue termly as staff have become more confident and proficient in online delivery.
- Access to number of CPD sessions as individuals, with feedback and resources shared with colleagues, and where appropriate, the opportunities have been rolled out to the wider team, for example the Psychological 1ST Aid course.

7.0   Programme delivery

Guiding Principles for Apprenticeship delivery plans
Guiding principles have been developed and are intended as a guide for apprenticeship tutors in developing and implementing their delivery plans. In the event of disruption to the delivery of the programme, staff are asked to consider the guiding principles when setting up alternative provision.

Apprenticeship Standards are occupationally based and are comprised of knowledge, skills, and behaviours and all complete an End Point Assessment by an Independent Assessment Organisation. The delivery plan identifies how the knowledge will be delivered and assessed via classroom and online delivery, skills are developed in the workplace with the support of the manager and other colleagues and the behaviours are developed over the period of the apprenticeship with the employer, colleagues, and Tutor support. We value the support of colleagues and actively promote and train mentors from the workplace to support apprentices.

Principle 1: Apprentices require a tailored mix of delivery
Our default position is to deliver a hybrid delivery model that comprises of face-to-face alternated with group online teaching via MS Teams, guided study and 1:1 / review meetings virtual and in person. The apprentices and their managers have a strong

preference for classroom teaching and learning, typically on a 15-month programme a group will train in a classroom setting at least 50%, every other month.

These will be supported by in person study clinics, available to all but mandated for apprentices whose progress is of concern.

We acknowledge the need to adapt during the pandemic and we are sensitive to employers and apprentice's preference to our hybrid learning approach and will be guided by them. Alternative arrangements will be made, for those apprentices that are unable to attend training venues.

Area	Default position	Substituted by	Relevant to
Inductions	In groups or 1:1 in person at venue	In online groups or 1:1 online	All standards
Apprentices with SEN	In small groups or 1:1 in person at venue	In online groups or 1:1 online	All standards
Apprentices aged 16-18	In small groups or 1:1 in person at venue	In online groups or 1:1 online	All standards
Apprentices falling behind	Study clinics in person available to all, mandated to some	Study clinics online available to all, mandated to some	All standards
Adult Care	In small groups or 1:1 in person at venue	1:1 online 1:1 in person	Lead Adult Care Worker (LACW) and Adult Care Worker (ACW)
Classroom teaching	In classroom, monthly delivery	In online groups or 1:1 online	Children, Young People and Families Practitioner (CYPFP)
Classroom teaching	Minimum of monthly sessions. Group teaching alternating between face to face and online via Teams, minimum face to face every 2nd month	In groups monthly, online 1:1s online	School Business Professional (SBP) Teaching Assistant (TA) Business Admin (BA), Customer Services (CS), Team Leader Supervisor (TLS)
Roll-on-off	Merge with groups, principles as above	As above	All
Observations	In the workplace	Expert Witness Testimonies or online	All

Principle 2: Expert Teaching and learning delivery
Curriculum delivery is based on the 10 key principles of Rosenshine's Principles of Instruction: Review learning, new material in small steps, ask questions, provide models, guide learner practice, check learner understanding, obtain high success rates, scaffolding difficult tasks, independent practice and conduct regular reviews.

Principle 3: Apprentices benefit from subject sector specialist
To complement our employer led curriculum delivery and provide our apprentices with a broad experience, we will where possible utilise subject sector expertise within the County Council. For example, the SBP apprenticeship is supported by Governor Service, HR, Education Financial Services. The TA's benefit from topical guest

speakers from HIAS and Workforce Development are committed to provide management modules for the TLS apprentices.

Principle 4: The active involvement of the apprentice' manager is essential to ensuring the apprentice fulfils their potential
The apprenticeship requires the manager to facilitate on the job learning, ensuring the apprentice has exposure to all the elements set out within the standard, monitor workload and shadowing opportunities alongside commitment for the apprentices to have 20% off the job to successfully complete the apprenticeship. Through regular 3-way reviews we will share information about the job role and the apprentice development, opportunities, progression and wellbeing. This includes a dedicated mentor; all working together to motivate the apprentice and keep them on track should they fall behind. 3-way reviews will be online unless an 'in person' meeting is requested by the employer.

Principle 5: Work based observations are an integral part of the assessment process
Observations are suitable for assessing knowledge, skills and behaviours holistically and assessing practical skills. This is complimented by questioning by the tutor, during or after observation. Observation assessment is deemed the most appropriate assessment method for practical skills; by watching the apprentice complete a task, they can demonstrate their occupational competencies.   Observational assessment needs to be planned by the apprentice so they can demonstrate their occupational competencies. In absence of observations in the workplace, an expert witness testimony can be accepted.

LACW and ACW observations are carried out in service users' homes, which are not normally well ventilated and even in the height of summer some service users have been known to keep their heating on. The visits to service users can take up to an hour and the tutor normally observes apprentices with two or three service users. We will ask Adult Care team to assign service users who are at a low risk of infection. Appropriate PPE will be provided for the tutor, this include a tunic which will need to be washed in accordance with Hampshire Infection Control V7 Policy.

CYPFP observations in the workplace will need to be agreed with relevant Head of Service and individual managers as cross contaminations between homes should be minimised.

TA and SBP observations need to be agreed by the Headteacher as cross contamination between schools should be minimised.

Principle 6: Preparation for End Point Assessment (EPA) starts on the 1st day
All apprentices must take an independent assessment at the end of their training to confirm that they have achieved occupational competence. EPA must include two distinct assessment methods, for example, an observation, multiple choice questions, portfolio showcase followed by an interview or a written synopsis. Apprentices are

aware of EPA methods from day one, the given assessment methods are scaffolded into the on-programme learning. By the time apprentices enter Gateway they will have been offered a confidence building workshop by Hampshire Cultural Trust, mock assessments with tutor and IQA, portfolio building workshops, EPA meeting with apprentice and manager and several EPA preparation 1-1s with the Tutor.

Principle 7: All apprentices need to have essential Digital Skills
All our apprentices require basic digital skills, including being able to complete initial assessments, access the e-Portfolio to upload their assignments and receive feedback, track their progress, communicate via email, or social media, to create and edit digital documents, and to search for information, or to protect personal information, online.

HA apprentices will complete an online assessment on Skills Forward before commencing training; we will highly recommend and encourage that all apprentices work towards and complete their Level 1 Skills Plans.

Apprentices that operate at Entry 3 will receive additional support from their tutor.

All apprentices will complete online safety module or provide evidence to prove they have completed this within the first 2 months on programme. Additionally, parents/carers are sent the links to support them to keep their Young Person safe when online.

8.0   Online Learning

8.1   Laptops/devices: Most HA staff and apprentices (as employees of the Council) use corporate IT managed Hybrid devices, laptops, or fixed workstations to access systems and software. Staff and apprentices have access to telephone/web-based IT support between 07:30 and 17:00 Monday to Friday. Outside of these hours service calls will be responded to on the next working day.

In the case of apprentices experiencing technical difficulties when accessing online learning in their workplace, Apprentices should speak to their Line Manager. If their Line Manager is unable to provide a solution, the Apprentice should contact their named tutor.

HA has purchased a suite of laptops that are available as part of a laptop loan scheme. Therefore, should an apprentice not have their own device to access learning remotely, they can request a loan device for part of or the duration of the course. Support will be provided by the tutor, learning/skills coaches, and HA digital learning advisor. If a device should fail, where possible, it will be swapped over without delay.

8.2   Back Up/Restoration of IT systems

The Council has a Critical Application Register (CAR) that is monitored and updated at relevant points throughout the calendar year, and which would be implemented at the time of a significant event. Dependent on the type of event/time of year the order in which systems are restored would be graded and prioritised. The main platform the apprenticeship team use for delivery is MS Teams which is part of the MS Office 365 suite of applications and is one of the key systems with built in business-critical solutions as part of the above CAR.

Whilst on programme, apprentices also have access to OneFile (an electronic portfolio in which to access and upload their work); Skills Forward (software to access initial & diagnostic assessments for functional skills and essential digital skills), and the HA VLE (a Moodle hosted and supported by Hubken) on which they can access learning resources and much more. Our management information system for funding and data is Tribal ebs which is a cloud based hosted education business system. Each of these external organizations have Business Continuity Plans, with restoration plans in place, and data is backed up either daily or weekly as part of routine business operations.

8.3   IT Literacy: There is an expectation for all learners to use IT as part of their programme, and, where identified at initial induction, IT training will be provided. HA apprentices will complete an online assessment on Skills Forward before commencing training; we will highly recommend and encourage that all apprentices work towards and complete their Level 1 Skills Plans.

If a learner experiences difficulty using online learning platforms, the e-portfolios. or the VLE, they will be contacted by their tutor so that further training and support can be arranged.

HA use the e-portfolio systems OneFile and Skills Forward for setting and storage of learner work; tutor marking and feedback; and both internal and external quality assurance activities. Alongside these our VLE is used for tutors to store delivery materials and learning resources, and for learner to access additional course information and learning resources.

These facilities enable all our learners to be able to access their work, and all relevant learning resources remotely 24/7 wherever they are learning with Internet access.

To ensure HA complies with data protection legislation all learners are requested to complete and sign a Multimedia Consent form. HA staff will ensure they have learners' permissions before we publish or share any photographs, audio, and/or video recording for promotional or educational purposes.

HA operates our e-portfolios and VLE directly from the vendors, all of which are external cloud-based hosted services, and any access difficulties outside of our administrative control will be dealt with remotely by the vendors. Therefore, in the event of any training

venue be unavailable all staff and learners would continue to have access to all teaching and learning materials and resources.

8.4   Paper-based data: All critical paper-based data is scanned and stored on either SharePoint or in the apprentices e-portfolio. Paper-based data is stored in a locked cabinet.

9.0   Disruption to **Qualifications and Exams**

Continuity planning for exams administration is the responsibility of the individual Head of Centres. Exam Centres must prepare plans for any disruption to assessments as part of their general emergency planning to comply with the Joint Council for Qualifications (JCQ) General Regulations for Approved Centres, which requires all exam centres to have a written examination Continuity plan/examinations policy.

In the event that the Head of Centre decides the centre cannot be opened for scheduled assessments, the relevant Awarding Organisation (AO) must be informed as soon as possible. The AO will be able to offer advice regarding the alternative arrangements for conducting assessments that may be available, and the options for candidate(s) who have not been able to take scheduled assessments.

HA will ensure that relevant staff are familiar with this plan through team meetings and induction. All staff and invigilators involved in the centres' exams processes are responsible for; reading, understanding and implementing the Continuity plan; and know how these arrangements will be communicated to candidates, parents, and staff should disruption to assessments occur.

In the event of a national disruption to a day of assessments HA will be guided by the relevant AO. The AO will liaise with the qualification regulators and government departments to agree the most appropriate option for managing the impact and will disseminate this information. As a last resort the affected assessments will be rescheduled. Although every effort would be taken to keep the impact to a minimum, it is possible that there could be more than one timetable date affected following the disruption.

10.0   Disruption to End Point Assessment

10.1   Rescheduling of End Point Assessments: In the event that an Apprentice is unable to attend EPA at short notice, HA will refer to the EPA Organisation guidance for such situations.

10.2   End Point Assessment Facilities: End Point Assessment facilities including accommodation are prioritised over other areas. If facilities required to facilitate End Point Assessment become unavailable HA will find a suitable alternative, wherever possible.

10.3   End Point Assessment Organisation Does Not Fulfil EPA: If the EPA provider is unable to fulfil end point assessment for any reason, HA will arrange a suitable alternative.

If the EPA provider ceases trading or is unable to fulfil EPA for the foreseeable future, HA will arrange EPA to be carried out by an alternative EPA provider on the Register of Apprentice Assessment Organisations.

11.0   Monitoring, Review & Audit

The contents of all policy and procedures will be monitored regularly by Hampshire Achieves Performance Management Group (PMG). Policies and procedures will be kept updated in accordance with any mid-year changes in the law, regulations, or changes to the Services' provision, with updates approved by PMG. All policy and procedures will be reviewed annually to determine their effectiveness, and where any changes are required, these will be applied and ratified. A summary of all changes will be kept as part of the PMG meeting notes. In addition, an annual cycle of internal policy compliance/audits defined by Senior Managers will provide the assurance of the overall effectiveness of the Services ethos, policies, and procedures, and will confirm operational effectiveness, and compliance with our own quality assurance framework and any relevant laws or regulations.

Appendix 1 Emergency Contacts for HA Apprenticeship Provision

Name	Job title	Mobile / Landline	Email address
Phillip Walker	County Education Manager: Skills & Participation	07540930270	phillip.walker@hants.gov.uk
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